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ABSTRACT

The Bilingual Demonstration College Preparatory Program, in its second year of funding, provided English as a second language (ESL) and native language instruction, in addition to bilingual instruction in mathematics, social studies, and science, to 120 Spanish-speaking students in grades 9-12 at George W. Wingate High School (Brooklyn, New York). The program had two major foci: assisting students in successfully completing high school, and encouraging them to enter postsecondary education. Students were mainstreamed during their junior year, although some continued to take ESL or English reading courses to enhance their English skills. The program supported administrative and support services staff, curriculum development activities, supportive services to program students, staff development activities, and monthly meetings for parents. Analysis of student achievement indicated that program students met English language development objectives in the fall but not in the spring. Further, the overall passing rates of program students in mathematics and social studies courses were significantly lower than the passing rates of mainstream students in comparable classes. The attendance rate of participants was greater than that of the general school population. Based on the evaluation, a number of recommendations were formulated toward improving the program's effectiveness. (GC)

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GEORGE W. WINGATE HIGH SCHOOL

BILINGUAL DEMONSTRATION COLLEGE

PREPARATORY PROGRAM

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

March, 1984

Grant Number: G008104581

GEORGE W. WINGATE HIGH SCHOOL

BILINGUAL DEMONSTRATION COLLEGE

PREPARATORY PROGRAM

1982-1983

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A SUMMARY OF THE EVALUATION
FOR THE BILINGUAL DEMONSTRATION
COLLEGE PREPARATORY PROGRAM (B.D.C.P.P.)
GEORGE W. WINGATE HIGH SCHOOL
1982-1983

This program, in its second year of funding, provided instruction in E.S.L. and native language skills, in addition to bilingual instruction in mathematics, social studies, and science. An academic track, college-bound program, B.D.C.P.P. served approximately 120 limited English proficiency students of Hispanic background in grades nine through twelve. All program students were foreign-born: most from Panama and Puerto Rico. Many of these students suffered interrupted schooling. As a result, over 60 percent of participating students were overage for their grade.

Initially, the project had proposed a combined Hispanic/Haitian bilingual program, but only received funding for the Hispanic component. The program had two major foci: assisting students in successfully completing high school and encouraging them to enter post-secondary education. Students were mainstreamed during their junior year although some contined to take E.S.L. or English reading courses to enhance English language skills if necessary.

Title VII and tax-levy funds supported administrative and support services staff. Instructional services and paraprofessional assistance were funded by a combination of P.S.E.N., Chapter I, Module 5B, tax-levy, Chapter 268, and Title VII monies. Curriculum development was an ongoing process which included the modification of existing native language materials. In addition, materials were developed in general science and social studies. Supportive services to program students included guidance and career counseling, cultural visits, and a multilingual magazine. Development activities for staff members consisted of formal and informal in-school departmental activities and attendance at conferences, workshops, and university courses. Parents of participating students were involved through monthly meetings.

Students were assessed in English language development (Criterion Referenced English Syntax Test); growth in their mastery of Spanish (teacher-made tests); mathematics, science, and social studies (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students mastered an average of 1.07 CREST objectives per month in the fall and 0.95 CREST objectives in the spring, achieving the objective in the fall term.

--The overall passing rates of program students in mathematics and social studies courses were significantly lower than the passing rates of mainstream students in comparable classes.

--The attendance rate of program students was significantly greater than that of the general school population.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Conducting an analysis of the project's language-use policy to determine its efficacy and how to best accomplish the transition to the mainstream;

--Developing strategies to prepare students for the transition to the mainstream through the E.S.L. or English language skills component so that there is an integration of language and content by the eleventh grade;

--Determing possible reasons behind the high attrition rate in upper level Spanish courses and developing strategies to diminish the problem;

--Discussing ways to support more able project students who elect courses in the mainstream;

--Assessing all students as proposed, and making sure that data are reported completely and accurately;

--Revising evaluation objectives in light of city-wide guidelines, and accurate assessment of student performance;

--Analyzing the role of the project director to determine whether additional resources or support can be made available to reduce her workload;

--Where funding permits, attempting to recruit and hire a bilingual family assistant to strengthen supportive services to project students;

--Giving priority to the development and implementation of strategies to strengthen the parental and community involvement component of the program;

--Collecting and analyzing data pertaining to the Hispanic population in this area to determine the rate of growth or decline for future program planning;

--Finding ways to decorate the classrooms in order to make them more conducive to learning.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Pivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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BILINGUAL DEMONSTRATION COLLEGE

PREPARATORY PROGRAM

GEORGE W. WINGATE HIGH SCHOOL

Location:	600 Kingston Avenue Brooklyn, New York 11203
Year of Operation:	1982-83 Title VII of the Elementary and Secondary Education Act, second year of funding
Target Language:	Spanish
Number of Participants:	120 (fall semester) 50 (spring semester)
Principal:	Robert L. Schain
Project Director:	Gloria P. Lemme

OVERVIEW

The Bilingual Demonstration College Preparatory Program (B.D.C.P.P.) is an academic track, college-bound program for limited English proficient (LEP) students of Hispanic background. The program has two major foci: assisting students in successfully completing high school and encouraging them to enter post-secondary education.

The curriculum and materials for this project consist of intensive English as a second language (E.S.L.) instruction, native language instruction, and bilingual instruction in mathematics, social studies, and science, which parallels mainstream curricular offerings. Students are mainstreamed during their junior year but may continue to take E.S.L. or English reading courses to enhance English language skills if necessary.

Support services to students include guidance and career counseling, cultural visits, and a multilingual magazine.

The philosophy of bilingual education at Wingate is basically one of transition although there is an emphasis on the importance of the native language and culture in terms of the students' identification and self-concept.

During 1982-83, a total of 120 Hispanic L.E.P. students were served by Project B.D.C.P.P. Initially, the project had proposed a combined Hispanic/Haitian bilingual program but only the Hispanic component was funded (Haitians at Wingate were served by a centrally-run Title VII program, Project L'Ouverture, which served three high schools).

This report will describe the project's context, components, participants, and activities; report the participants' achievement and attendance data, and analyze and interpret these data; and make recommendations for possible program improvement. Data for this report were collected from interviews with school and program administrators, teachers, parents, students, and program assistants; classroom observations; and a review of relevant program records. In addition, a questionnaire provided by the Office of Educational Evaluation was completed by the project director.

I. DEMOGRAPHIC CONTEXT

COMMUNITY SETTING

George W. Wingate High School is an inner city school located in the Crown Heights section of Brooklyn, a few blocks from the Winthrop Avenue stop on the I.R.T. Flatbush Avenue train. The neighborhood is predominantly lower socio-economic status; however, housing and small commercial establishments have remained stable and undergone renovation. These businesses, combined with the presence of the Downstate Medical Center across the street from the high school, have served as sources of employment and have contributed to a sense of community in the area.

The ethnic/racial composition of the surrounding community is predominantly black, Haitian, Hispanic, and Hassidic although the latter group does not attend the public schools. This area has had a large influx of Hispanics since 1974 and a stable, increasing population of Haitians. The community surrounding the high school is reported to be the largest concentration of Haitians presently in the United States.

The vast majority of the residents in the Crown Heights section are native speakers of Haitian/Creole or Spanish and these home languages are used outside the school setting by most Wingate students.

SCHOOL SITE

The LEP students at George W. Wingate High School constitute two major ethnolinguistic minority groups -- Haitians and Hispanics. It is estimated that approximately 98 percent of the families from these two groups are classified as low income with the remaining two percent as within the middle income range. Due to the below average

income of the surrounding community, Wingate High School is designated as a Chapter I recipient and therefore, most of the students are eligible for a free lunch program.

Wingate's Hispanic register is 184 out of a total register of 2,982, representing six percent of the student body. The register of students whose home language is other than English or Spanish is 312, or ten percent. The majority of LEP students in this category are of Haitian background.

According to project staff, several problems encountered by LEP students include low self-esteem, mobility across districts, high drop-out rates, truancy, and diversified levels of academic skills and language proficiency.

As reported by the principal, George Wingate High School has a decade-long history of serving LEP students through Title VII, Chapter I, and tax-levy funds. Prior to the existence of bilingual services, E.S.L. classes were offered to students whose native language was other than English. The administration stressed the importance of meeting the needs of these students regardless of the availability of federal funds, but pointed out the advantages in terms of personnel and resources of having had the funds for implementing the bilingual programs.

II. STUDENT CHARACTERISTICS

Students come into the bilingual program via placement testing consisting of oral interviews in the native language and English, reading selections in both, and the results of the Language Assessment Battery (LAB) tests in accordance with Lau/Aspira regulations.

Most of the program students come from Panama or Puerto Rico while a few others come from English-speaking Caribbean countries such as Jamaica, Tobago, and Trinidad, and other Spanish-speaking countries of Central and South America. Table 1 presents the countries of birth of program students for whom information was provided. Table 2 distributes the students by sex and grade.

The program staff believe a number of factors impinge upon language acquisition and general learning such as: length of time in the United States; need for dual-language contexts in the community; attitudes toward learning a second language; number of years of formal education; and type of schooling prior to immigrating.

Many of these students have suffered interrupted schooling; some may have received fewer years of education than is expected for their age. Table 3 presents the number of program students by age and grade and the number and percent of students overage for their grade. Table 4 shows the time spent by students in the bilingual program, by grade.

One of the major problems faced by instructional and supportive staff is keeping program students in school. Often they are kept home to help with family matters or to earn income.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Panama	34	63
Puerto Rico	10	18
Dominican Republic	6	11
Honduras	1	2
El Salvador	1	2
Nicaragua	1	2
Venezuela	1	2
TOTAL	54	100

- Over 60 percent of the students reported were born in Panama.
- None of the students were born in the United States.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number of Male Students	Percent of Grade	Number of Female Students	Percent of Grade	Total Number	Percent of All Students
9	15	47	17	53	32	59
10	10	71	4	29	14	26
11	2	33	4	67	6	11
12	1	50	1	50	2	4
TOTAL	28	52[a]	26	48[a]	54	100

[a]Percent of program students.

- The program students reported are almost evenly divided by sex overall.
- The number of program students in each grade decreases as grade level increases.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	3	0	0	0	3
15	5	1	0	0	6
16	14	6	0	0	20
17	3	4	4	0	11
18	4	2	1	2	9
19	1	1	1	0	3
20	1	0	0	0	1
TOTAL	31	14	6	2	53
Overage Students:					
Number	23	7	2	0	32
Percent	74.2	50.0	33.3	0	60.3

Note. Shaded boxes indicate expected age range for grade.

- Sixty percent of the students reported are overage for their grade.
- Most overage students are in the ninth grade.

TABLE 4

Time Spent in the Bilingual Program[a]
(As of June, 1983)

Time Spent in Bilingual Program	Grade 9	Grade 10	Grade 11	Grade 12	Totals
<1 Academic Year	1	0	0	0	1
1 Academic Year	24	12	2	0	38
2 Academic Years	4	2	3	0	9
3 Academic Years[b]	0	0	1	2	3
TOTALS	29	14	6	2	51

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- Seventy-six percent of the students reported had been in the program for one year or less.
- Eighteen percent of the students had participated in the program for two years.

III. PROGRAM DESCRIPTION

PROGRAM OBJECTIVES

Project B.D.C.P.P. was modified considerably from its original proposed activities. The major change was the elimination of the proposed Haitian component: only the Hispanic component received funding. In addition, a media component for teacher training and an E.S.L. parent training component were cut from the activities originally planned.

Due to the above-mentioned changes, the program was unable to serve the approximately 300 Haitian LEP students at the school. These students, however, are served by a small Title VII umbrella program, Project L'Ouverture. For 1982-83, the program proposed the following instructional and non-instructional objectives:

Instructional Objectives:

1) Program students will master one objective per two weeks of instruction each semester on the Criterion Referenced English Syntax Test.

2) The mean scores of program seniors on the New York State Regents English Examination will be higher than the 1980 scores at the .05 level of significance.

3) The percentage of program students passing teacher-made examinations in native language arts will be higher than the school-wide percentage at the .05 level of significance.

4) The mean scores of program students on the New York State Regents Examination in Spanish will be higher than the 1980 scores at the .05 level of significance.

5) The percentage of students passing teacher-made examinations in mathematics, science, and social studies will be higher than the school-wide percentage at the .05 level of significance.

6) The mean scores of program students on the New York State Regents Examinations in mathematics, science, and social studies will be higher than the 1980 scores at the .05 level of significance.

7) The attendance of program students will be higher than that of the general school population at the .05 level of significance.

Staff Development Objectives:

1) The development of a bilingual instructional staff with the pedagogical and guidance expertise, teaching, language competency, and attitudes necessary for a successful bilingual college bound program.

2) The development of a suitable secondary teacher training program in cooperation with several local universities.

3) The improvement of ethnic balance in the school instructional staff.

Parent/Community Objectives:

1) The maintenance of an advisory committee of parents, teachers, and students who will participate in the development of policies and strategies for the most effective implementation of the program.

For a detailed analysis of the extent to which bilingual program students accomplished the specific academic achievement objectives, see the chapter on "Findings."

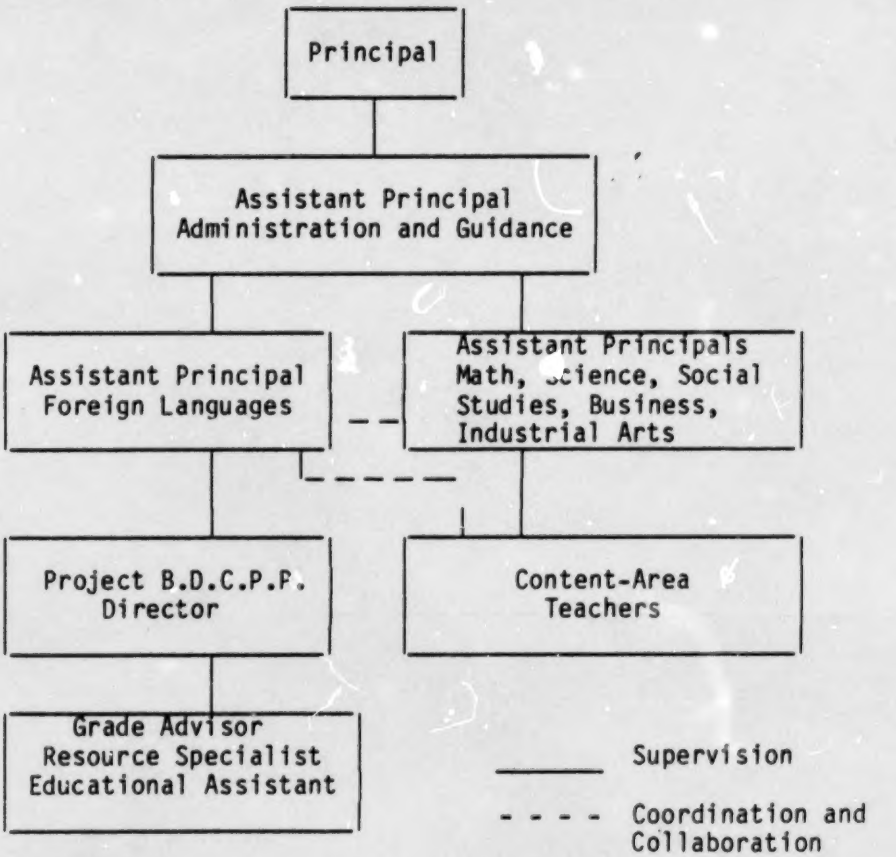
ORGANIZATIONAL STRUCTURE OF PROJECT B.D.C.P.P.

The operational structure of the bilingual program is illustrated in Figure 1. It operates under the supervision of the assistant principal for foreign languages who reports directly to the assistant principal for administration and guidance. The bilingual project director supervises all Title VII staff including the grade advisor, the educa-

tional assistant, and the resource specialist. The content-area teachers are supervised by the assistant principal of the departments in which they teach -- social studies, industrial arts, science, mathematics, or business. The assistant principal for foreign languages described his role as one of coordination rather than that of supervision of the teachers working with the bilingual program.

FIGURE 1

Organization of Project B.D.C.P.P. at George Wingate High School



FUNDING SOURCES

The non-instructional component of Project B.D.C.P.P. is funded by two major sources, Title VII and tax-levy, as illustrated in Table 5. Funding for the program's instructional component is as follows:

P.S.E.N.	2 E.S.L. teachers 2 E.S.L. paraprofessionals
Chapter 1	1 E.S.L. teacher 1 E.S.L. paraprofessional
Module 5B	1 E.S.L. teacher
Tax Levy	.2 Bilingual mathematics teacher (Spanish) .2 E.S.L. teacher .4 Spanish language arts teacher .4 Bilingual science teacher (Spanish)
Chapter 268	.2 Bilingual social studies teacher (Spanish) .2 Bilingual mathematics teacher (Spanish)
Title VII	1 Paraprofessional (Spanish)

STAFF CHARACTERISTICS

The characteristics of the personnel working with Project B.D.C.P.P. are included in Appendix A. This table describes their functions, time allocated for each, educational background, certification, licensing information, and the total number of years of experience in education in general and in bilingual education in particular.

The above data show the bilingual program teachers as having an average of 9.3 years in general education and 1.6 years in bilingual education. It should be noted, however, that the information does not include the E.S.L. team which serves all LEP students at Wingate High School. As indicated previously, there are five E.S.L. teachers supported by other funding sources which serve bilingual program students.

TABLE 5

Funding of Non-Instructional Program Components

	Funding Source(s)	Personnel: No. & Title(s)
Administration & Supervision	Tax levy	1 Assistant Principal, Foreign Language Department
	Tax levy	3 Assistant Principals: Science, Social Studies, Mathematics
	Title VII	.8 Project Director
Curriculum Development	Title VII	.8 Resource Specialist
Supportive Services	Title VII	.6 Bilingual Grade Advisor
Staff Development	Tax levy	4 Assistant Principals: Foreign Language, Social Studies, Mathematics, Science
Parental & Community Involvement	Title VII	.8 Project Director
	Tax levy (most supplies)	
Secretarial & Clerical Services	Tax levy	School secretaries, as needed, none permanently assigned
	Title VII	All Title VII personnel: Project Director; Grade Advisor; Resource Specialist; Educational Assistant

IV. INSTRUCTIONAL COMPONENT

The major focus of Project B.D.C.P.P.'s instructional component is to afford program students the opportunity of successfully completing a general academic high school education and to encourage them to continue with post-secondary schooling. Given the heretofore high dropout rate among Hispanic students, this task requires considerable individualized attention and careful procedures for placement.

Upon identifying Hispanic LEP students, the placement process consists of oral interviews and written teacher-made tests for reading, social studies, and mathematics in Spanish and English as well as a test of general language proficiency in both languages. If doubts exist as to the accuracy of these means, the LAB test is administered immediately for purposes of placing borderline students. LEP students are placed in courses based on their English proficiency and academic skill levels. A member of the evaluation team reviewed placement tests for basic mathematics and elementary algebra as well as Spanish and English language tests of writing and syntax, and assessed them to be appropriate for the purpose of determining entry level instructional programming.

The basic instructional program for Project B.D.C.P.P. runs from 8:10 a.m. to 2:10 p.m. and students take eight daily periods of instruction in the following subjects: bilingual social studies (global studies or American studies); bilingual science (general science or biology); bilingual mathematics (basic skills, pre-algebra, algebra, or regents Basic Competency); native language studies (Spanish 1-5-

remedial, Spanish 6, 7, 8-Native, or Spanish 9, a survey literature course); and two periods of E.S.L. initially, reduced to one as needed. In addition, students take music, art, shop, physical education, and electives such as industrial arts, fine arts, or business education.

Project students are grouped by proficiency levels in native language and second language courses and by grade level in content-area instruction. For all other courses such as music, art, and shop, they study together with the general student body. Additionally, when they reach the eleventh grade, they are mainstreamed for all instruction unless they need additional courses in E.S.L.

NATIVE LANGUAGE CONTENT INSTRUCTION

The program's goal in content-area instruction is to parallel that of the general subject areas as specified by the New York State Education Department for each subject and grade level. According to teachers and the project director, this task is manageable with some modifications which emphasize the Caribbean area in the social studies curriculum.

As indicated in Table 6, two sections of general science 1 and one section of general science 2 with an average register of 43 students were offered. Additionally, one section each of global history 1/2 and 2/3 with an average register of 40, two sections of preliminary mathematics -- one for those who failed bilingual mathematics and one for those who passed it -- with an average register of 25, and one section of bilingual mathematics 1 with 28 students were offered. All classes were held for three and one-third hours per week.

TABLE 6

Bilingual Instruction in Subject Areas
(Fall and Spring)

Fall Courses	No. of Classes	Avg. Reg.	Language(s) of Instruction	Criteria for Selection of Students	Class For Program Students Only?	% Material in Native Language	Materials Appropriate To Students' Reading Level?
General Science[a]	1	36	90% English 10% Spanish	Grade level; placement test or transcript	no	0	yes
Regents Biology	1	43	100% English	Passed Gen. Sci. 2	no	50	no - in English yes - in Spanish
Global History 2/3[a]	1	48	97% Spanish 3% English	Grade; placement test transcript	yes	90	yes - for most students
Bilingual Math 1S[a]	1	28	50% English 50% Spanish	Placement exam; LEP Hispanic	yes	60	yes

[a]Paraprofessional is present in class.

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TABLE 6 (Cont'd.)

Bilingual Instruction in Subject Areas

Spring Courses	No. of Classes	Avg. Reg.	Language(s) of Instruction	Criteria for Selection Of Students	Class For Program Students Only?	% Material in Native Language	Materials Appropriate To Students' Reading Level?
General Science 1	1	46	90% English 10% Spanish	Failed Gen. Sci. 1 or same as fall	no	10	yes
General Science 2[a]	1	30	90% English 10% Spanish	Passed Gen. Sci. 1	no	10	yes
Global History1/2[a]	1	32	90% Spanish 10% English	Placement test 1- Passed HGIS - 2	yes	90/ 10	yes
Math Prel/Ma Bil 2S[a]	1	34	70% English 30% Spanish	Failed MBIS	no	40	yes
Math Prelim 2[a]	1	16	30% English 70% Spanish	Passed MBIS	no	40	yes

[a]Paraprofessional is present in class.

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A member of the evaluation team observed a ninth-grade social studies class in Spanish and a ninth-grade mathematics class in English. There were 25 students in the first class and the atmosphere was one of high expectations and openness with a high degree of structure on the part of the teacher. The study topic was the "Thirty Years' War" which was written on the board. The teacher explained the topic and lectured for the first part of the lesson. Subsequently, a few students made presentations in Spanish on the lives of famous people. They struggled with presenting in front of the class and on occasion, with the level of Spanish contained in their reports. Spanish was consistently used (100 percent of the time) with no evidence of code-switching. There were a few minor disruptions during the course of the lesson. The materials in use in this social studies class, other than the information written on the board, were in English and Spanish. A paraprofessional was present who helped students with academic content and circulated around the room for purposes of classroom management.

The observed mathematics class was attended by 22 students, three of whom were bilingual project students. The placement criteria for this course were English proficiency and level of mathematics skills. The teacher explained that the program students were dispersed throughout mathematics classes based on their levels and that six bilingual students were registered for this particular course. The English language and English materials were used for the most part although the teacher, who is fluent in Spanish, provided rexographs in Spanish and a Spanish text entitled Repaso Matematico to the bilingual students. The topic of instruction was a review of fractions in preparation for a forth-

coming examination. Students were actively engaged and worked together in small groups or individually to solve the problem. Since this course is part of the mainstream mathematics curriculum, Spanish was used only to assist bilingual students with mathematics concepts. The teacher fostered an atmosphere conducive to learning by accepting answers in either language as long as students could explain the logic behind their answers.

NATIVE LANGUAGE STUDIES INSTRUCTION

During 1982-83, one section each of Spanish 3, 4 (remedial), and Spanish 6 as well as Spanish Native levels 5, 6, 7, 8, 9 were offered with an average class size of 32 students. These classes were open to all native speakers and Spanish 3 and 4 were open to the general student body. All courses were held five times a week for 40 minutes.

The native language studies program consists of beginning, intermediate, and advanced level courses in language structure that emphasize speaking, listening, reading, and writing. The upper levels from four on include Spanish literature.

One of the problems encountered by project staff in native language instruction is the high attrition rate in the upper levels, especially in the Regents levels. This, coupled with the low number of students (other than the bilingual students) presently taking foreign language courses, has created a need to combine levels. This has resulted in a heterogeneous group of students with varying skills which complicates instructional planning.

It should be noted that while several Spanish courses appear on the books, only a few are offered each year for the bilingual students based on enrollment and appropriate levels. Table 7 presents data on instruction in the native language for the fall and spring semesters.

A native language studies class for ninth- through twelfth-grade students was observed with 36 students attending out of the 40 registered. The group was extremely interested and involved in learning the "nosotros" form of the imperative in Spanish and reviewing for a quiz. Noteworthy was the high level of student motivation and the rapport between the teacher and students. Almost all of the students asked questions, offered answers, and assisted each other in a positive manner. The language of instruction was Spanish exclusively and the teacher only code-switched occasionally with short interjections. The materials in use were rexographs in Spanish. There was no educational assistant present in this classroom.

ENGLISH AS A SECOND LANGUAGE INSTRUCTION

The E.S.L. component serves all LEP students in the school and is by far the largest segment of the program with 42 sections of 12 E.S.L. courses and an average class size of 22 students. These courses consist of various levels: pre-beginning level I; beginning levels I, II; intermediate levels I, II; advanced levels I, II; advanced transitional reading; advanced reading communication; and beginning, intermediate, and advanced English.

TABLE 7

Instruction in the Native Language
(Fall and Spring)

Fall Courses	No. of Classes	Avg. Class Reg.	Class For Program Students Only?	Description	Curriculum or Material in Use
LS 5N - 9N (Spanish Native)	1	35	No. Open to all native speakers	Intermediate/ Advanced	A escribir Espanol para los espanoles
LS 3 (Remedial)	1	32	No. Mixed class	Intermediate	Segundo libro Cuentecitos
Spring Courses					
LS 6N - 9N (Spanish Native)	1	40	No. Open to all native speakers	Intermediate/ Advanced	Practicas de ortografia/La zapatera prodigiosa
LS 6	1	18	No. Open to all Level III students	High Intermediate	Spanish Three Years/Lecturas para hoy
LS 4 (Remedial)	1	36	No. Open to all Level II students	Low Intermediate	Segundo libro

The content of the E.S.L. courses starts with grammar and oral comprehension and continues with writing, reading, speech, and literature as students progress through the levels. The transitional course is designed to assist with preparing LEP students for mainstreaming. Students may take more than one E.S.L. course a semester depending on their need for intensive programming. Each course in the E.S.L. sequence meets five times a week for 40 minutes.

According to the E.S.L. coordinator, in the spring there were approximately 48 Hispanic program students and 250 Haitian students in the E.S.L. courses. His major concern dealt with the premature mainstreaming of bilingual students in some instances. He stated that the process takes approximately two years before they enter the mainstream. The project director stated that the process takes between six months and a year after LEP students reach the twenty-first percentile on the LAB test. She indicated that bilingual students can continue taking E.S.L. courses even after they are mainstreamed into monolingual content-area courses.

A member of the evaluation team observed one of the E.S.L. classes in which the topic of the lesson dealt with possessives. The lesson was clearly presented and students were actively involved in commenting, asking, and answering questions, and performing tasks delineated by the teacher. English was the medium of instruction and the language used for 100 percent of the exchange which was lively, yet orderly and structured. The teacher's sense of humor and high expectations for students permeated the classroom and created a sense of comfort on the part of students.

Table 8 presents the E.S.L. courses offered during 1982-83.

TABLE 8

Instruction in English as a Second Language and English Reading
(Fall and Spring)

Fall Courses	Number of Classes	Average Class Register	Description	Curriculum or Material in Use
E.S.L. - LNEA	6	19	Beginning Level I	Breckenridge - Access to English
E.S.L. - LNEB	3	21	Beginning Level II	Breckenridge - Access to English
E.S.L. - LNEC	2	23	Intermediate Level I	Breckenridge - Access to English
E.S.L. - LNED	1	16	Intermediate Level II	Breckenridge - Access to English
E.S.L. - LNEE	1	25	Advanced I	Dixson-Complete course-English
E.S.L. - LNET	1	19	Adv. Tran'l Reading	Alexander & Cornelius Composition
E.S.L. - LCR	1	15	Adv. Com.	Life & Lang. in [illegible]SA
E.S.L. - MO I	1	34	Intro. (basic)	Reading and Writing Skills
ENG. I	3	28	Beginning - 1st level	Reading and Writing Skills
ENG. II	1	35	Beginning - 2nd level	Elem. Composition Skills
ENG. III	1	30	Intermediate	Writing Away/Real Stories

TABLE 8 (Cont'd.)

Instruction in English as a Second Language and English Reading

Spring Courses	Number of Classes	Average Class Register	Description	Curriculum or Material in Use
E.S.L. - LNEM	1	12	Pre-beginning Level I	English Step by Step
E.S.L. - LNEA	2	17	Beginning Level I	Breckenridge - Access to English
E.S.L. - LNEB	4	18	Beginning Level II	Breckenridge - Access to English
E.S.L. - LNEC	3	19	Interm. I	Breckenridge - Access to English
E.S.L. - LNED	2	13	Interm. II	Breckenridge - Access to English
E.S.L. - LNEE	1	7	Advanced I	Same as Fall '82 and Lado - New Review Bk. 5
E.S.L. - LNET	1	16	Adv. Trans'l	Same as Fall '82 and Lado - New Review Bk. 5
E.S.L. - LCR	1	6	Adv. Com., reading	Lado - New Review Book 6
ENG. I	1	42	Beginning - first level	Elem. Comp. Bk. I Elem. Comp. Bk. II
ENG. II	2	30	Beginning - 2nd level	Real Stories/Discover
ENG. III	1	31	Intermediate	Write Away
ENG. IV	1	25	Advanced	Let's Learn English Int'l Folk Tales

LANGUAGE POLICY FOR BILINGUAL PROGRAM

The policy for language use for instruction in Project B.D.C.P.P. is one of English only for the E.S.L. component, Spanish only for native language studies courses, and as follows for the content-area courses of mathematics, social studies, and science:

	Percent of Spanish Use	Percent of English Use
9th grade	95	5
10th grade	75	25
11th grade	-	100
12th grade	-	100

While this is the ideal sought by the program, the project director indicated that the actual language use depends to a great extent on the proficiency levels of students in the classes and the type of class.

Wingate High School's administration, however, in accordance with its own philosophy of transitional bilingual education, promotes a language policy of 95 percent Spanish/5 percent English at the beginning of the year and a 5 percent Spanish/95 percent English balance by the end of the first year.

The courses observed indicated strict adherence to the program's guideline of 100 percent Spanish use for the native language studies class and 100 percent English use for the E.S.L. class. In subject-area classes, however, language use varied considerably. As indicated in Table 6, the general science courses tended to follow a 90 percent English/10 percent Spanish model while biology, which was a Regents course was offered 100 percent in English. Global history, however, used Spanish over 90

percent of the time. The mathematics courses had the greatest range of language use, from 70 percent Spanish/30 percent English to the opposite breakdown and a 50 percent Spanish/50 percent English use on still another level. Program personnel attributed the diversity in language use for this content area to the facility of teaching mathematics in any language given the universality of its symbolic system.

V. NON-INSTRUCTIONAL COMPONENT

SUPPORTIVE SERVICES

The major services rendered by Project B.D.C.P.P. support personnel fall within the major categories of counseling, referrals, family contacts, and parent education and training (see Appendix B for a summary of these supportive services). Responsibility for the first two categories rests primarily with the grade advisor who conducts program advisements semi-annually with all program students. Her role includes testing, preparing students for college applications, and job searches, as well as general counseling activities pertaining to academic and personal problems. Counseling activities also include informing students about graduate requirements, financial aid, and college entrance requirements, as well as assisting with their adjustment to a new setting, language, and culture. In addition, she makes referrals where necessary to the Wingate school-based support team consisting of a psychologist, social worker, bilingual special education personnel or testing specialist, and to medical centers or social service agencies. The grade advisor also plays a role in determining whether bilingual students are ready for mainstreaming. She stated that project students were eager to move into these classes and that their reading level was the major determinant in placement.

In the absence of a family assistant, the grade advisor and other project staff have had to fulfill this role by means of telephone contacts and by mail. The project director felt that problems were

dealt with adequately due to ongoing monitoring of and interaction with project students.

PARENTAL INVOLVEMENT

As proposed, parental involvement in the program was encouraged through monthly meetings. These meetings provided informal training to parents in school requirements and activities, as well as greater awareness of community resources. Attendance, however, was limited. A major obstacle to more active parental involvement was assessed to be the high turnover rate of those attending meetings: at each session, a new group of parents arrived, making planning and organization difficult. Furthermore, parents were described as fearful of traveling in this particular community especially after school hours. It was pointed out by the principal, however, that this problem was not specific to the bilingual program parents but general throughout the high school population, since parents of this age group tend to deal only with problems pertaining to their own children rather than on group activities such as meetings or workshops.

CURRICULUM DEVELOPMENT

Although there was no objective formulated in this area, curriculum development for the bilingual program is an ongoing process in which all teachers are involved within their respective departments. According to the resource specialist and the project director, the major difficulty encountered in native language materials is that the level of language used is usually too advanced for the target population. This

problem is further exacerbated by the use of regionalisms and a lexicon unknown to the bilingual students. This situation necessitates a constant modification of native language materials both in academic content and language use.

In addition to continuous curriculum modification, curriculum development efforts are in progress in general science and social studies, the latter of which is presently in use in the classroom. Some of the science materials, previously prepared in French, are now being translated into Spanish. The bilingual program also hopes to develop a bilingual mathematics curriculum during the coming academic year.

A member of the evaluation team reviewed Spanish language curricular materials in social studies dealing with the importance of geography in ancient Egypt, democracy in Greece, and Russian industrialization in addition to those evaluated last year. In addition, native language rexographs were in use in the classes observed for language studies and mathematics. The global studies and science curricular guides were reviewed and appeared to follow the mainstream curriculum with some modifications to focus on pertinent cultural aspects absent from the mainstream counterparts. There is also a complete curriculum for Spanish language studies which had been developed previously at Wingate High School.

STAFF DEVELOPMENT

Most in-school staff development activities at Wingate High School are conducted department-wide three times a year on a formal

basis and include issues such as proposal goals, instructional strategies, and concerns of faculty members. In addition, there are continuous staff conferences and informal meetings of bilingual staff members throughout the academic year. The principal also conducts weekly workshops in lesson planning during the spring semester for teachers and future supervisors on a voluntary basis. Both Title VII staff members and bilingual teachers participated. Demonstration lessons were presented for E.S.L. teachers by a Board of Education E.S.L. trainer once each semester.

Outside school activities for staff development during 1982-83 included workshops on proposal writing, evaluation design, data collection, the BESIS survey, and E.S.L. information sponsored by the Office of Bilingual Education (O.B.E.) of the New York City Public Schools, the Bilingual Bureau of the New York State Education Department (S.E.D.), and the Bilingual Education Service Center of Hunter College. Additionally, the bilingual project director attended the annual conference of the National Association for Bilingual Education in Washington, two Title VII conferences -- one sponsored by O.B.E. and the other by S.E.D. in Albany -- as well as a technology symposium sponsored by the latter. Finally, two bilingual teachers each attended a bilingual education conference at Teachers College and CUNY. Staff and administration concurred as to the relevance and effectiveness of staff development activities in that they were kept abreast of current issues, debates, and funding sources for bilingual instruction.

The major thrust of staff development activities for the bilingual project was in terms of university courses and the program's

training budget was utilized for tuition for this component. Three members of the professional staff took courses in educational administration and bilingual education at Teachers College and New York University. In addition, one paraprofessional took courses leading to a bachelor of arts degree at Pace College. All four described the courses as "very applicable" to their work with the bilingual program, in accordance with the program's objective in this area.

Appendix C presents specific data on the staff development activities of Project B.D.C.P.P.

AFFECTIVE DOMAIN

The non-instructional component of the bilingual program has shown its effectiveness in terms of the higher attendance rates of program students in comparison to the high school average. In addition, four students were reported to have left the program in the spring: three students were fully mainstreamed and one student transferred to another school.

There have been few major discipline incidents although there has been tension between the Hispanic and Haitian students. The project director feels that support services such as group counseling sessions might alleviate these tensions; however, activities of this kind are limited by the already heavy work loads of the Haitian and Hispanic grade advisors. In order to deal with this situation, a council of students, who report directly to the principal, has been appointed to review cases of inter-group problems. This has reduced tensions and facilitated cooperation and participation from all groups involved.

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of the program's instructional objectives. Many of the objectives called for a comparison of the performance of program students with a 1980 test group on various Regents examinations. Since most of the present program students have not yet reached the academic level appropriate for Regents examinations, these analyses could not be performed.

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psycho-

metric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 9 presents the test results for students who were pre- and post-tested with the same test level during each term. Data were missing or incomplete for 17 students (31.5 percent) in the fall, and for 23 students (43 percent) in the spring. Examination of Table 9 reveals that in the fall, approximately 1.5 CREST objectives per month were mastered at Level I, 0.81 objectives were mastered at Level II, and 0.75 objectives were mastered at Level III. In the spring term, approximately 1.42 objectives per month were mastered at Level I, 0.59 objectives were mastered at Level II, and 0.53 objectives were mastered at Level III. In all cases, the program objective of mastering two CREST objectives per month (one objective per two weeks of instruction) was not attained.

Inspection of test score distributions indicate, particularly at Levels II and III, that failure to achieve the objective is in part due to the initial high pre-test level of the learners. For the fall testing session, 77 percent of the Level II students initially mastered 75 percent or more of the CREST objectives on the pre-test, and 67 percent of the Level III students initially mastered 67 percent or more of the CREST objectives on the pre-test.

In the spring pre-testing session, 65 percent of the Level II students initially mastered 80 percent or more of the CREST objectives,

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*Board of Education of the City of New York, Division of High Schools, 1978.

and 67 percent of the Level III students had initially mastered 80 percent or more of the CREST objectives. In view of these high initial levels, it was not possible for the objectives to be obtained.

TABLE 9

Results of the Criterion Referenced English Syntax Test

(Spanish-Speaking Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	15	6.40	10.87	4.47	3.27	1.50
II	13	19.08	21.69	2.62	3.41	0.81
III	9	10.11	12.56	2.44	3.31	0.75
TOTAL	37	11.76	15.08	3.32	3.33	1.07
			Spring			
I	14	8.93	14.07	5.14	3.70	1.42
II	11	19.45	21.64	2.18	3.57	0.59
III	6	11.33	13.33	2.00	3.68	0.53
TOTAL	31	13.13	16.61	3.48	3.65	0.95

*Post-test minus pre-test.

STUDENT ACHIEVEMENT IN THE CONTENT AREAS

The program proposed that the percentage of students passing teacher-made examinations in mathematics, science, social studies, and native langage studies classes would be higher than the school-wide percentage at the 0.05 level of significance. Program students' passing rates in classes in these areas were compared with the overall passing rates of students in similiar mainstream classes for both the fall and spring semesters. Mainstream student information was taken from school scholarship reports provided by the project director in the areas of mathematics, science, and social studies. Passing rates for the program students in all content areas are presented in Table 10.

The z-test for testing the significant difference between two independent proportions was employed to compare the passing rates of program and mainstream students. These passing rates, the number of students in each group, and the resulting analysis are presented in Table 11. As indicated, program students' passing rates (except for science courses in the spring) were significantly lower than those of mainstream students. The project director attributes these lower passing rates to the fact that many students entered the program lacking the necessary academic preparation to perform well in bilingual classes which were parallel to mainstream offerings. (See Section VII. Conclusions and Recommendations concerning this program objective.)

Since comparative data were not available for the comparison of students' performance in native language studies, the objective was reformulated with the expectation that students would achieve minimum passing rates of 70 percent in this area in both the fall and spring

semesters. As presented in Table 10, program students' passing rates in native language studies were 82.6 percent in the fall and 78.7 percent in the spring. Thus, the criterion was met in native language studies in both semesters.

Table 10 presents additional information on student performance in business and vocational subjects. Overall passing rates in these courses were 89 percent in the fall and 77 percent in the spring.

TABLE 10

Number of Spanish-Speaking Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a]

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics	28	50.0	12	83.3	4	75.0	2	50.0	46	60.9
Science	25	52.0	11	54.5	2	100	1	100	39	56.4
Social Studies	28	39.3	12	91.7	6	83.3	2	100	48	60.4
Business/Vocational	2	100			4	100	3	66.7	9	88.9
Native Language Studies	28	75.0	12	91.7	6	100			46	82.6
				Spring						
Mathematics	29	62.1	13	53.8	2	50.0			44	59.1
Science	28	53.6	13	76.9	2	100	2	50.0	45	62.2
Social Studies	28	39.3	13	76.9	6	100	2	50.0	49	57.1
Business/Vocational	5	40.0	2	100	5	100	1	100	13	76.9
Native Language Studies	29	72.4	14	85.7	4	100			47	78.7

[a]Mathematics courses include remedial math, fundamental math, algebra, and R.C.T. preparation. Science courses include general science, biology, and geology/earth science. Social studies courses include world/global history, American history, and economics. Native language studies courses include levels 1 through 8, and advanced placement.

TABLE 11

Comparison of Passing Rates for Mainstream and Program Students

Content Area	Semester	Mainstream[a] Passing Rate Percent	(Number)	Program Passing Rate Percent	(Number)	z Value	p
Mathematics	Fall	77.0	(1,257)	60.9	(46)	-2.6	.005
Mathematics	Spring	82.8	(950)	59.1	(44)	-4.17	<.001
Science	Fall	78.3	(576)	56.4	(39)	-3.32	<.001
Science	Spring	70.6	(496)	62.2	(45)	-1.24	.11
Social Studies	Fall	83.2	(1,079)	60.4	(48)	-4.23	<.001
Social Studies	Spring	86.8	(706)	57.1	(49)	-6.14	<.001

[a]Students in similar mainstream classes (see listing under Table 10).

STUDENT ATTENDANCE

In accordance with program objectives, the program student attendance rate was compared with the attendance rate of the general student population (n=2,758) with the expectation that the former would be significantly greater than the latter.

A z-test was used to test the difference between the attendance rates. An obtained z-value that reaches statistical significance indicates that the program attendance rate is not a representative sample of the school population, that is, they are significantly different.

As indicated in Table 12, the program student attendance rate (87.09 percent) was found to be significantly greater (p=.035) than that of the general school population (76.76 percent).

TABLE 12

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	32	86.59	15.67
10	14	85.21	11.52
11	6	93.67	3.26
12	2	88.50	10.60
TOTAL	54	87.09	13.62

Average School-Wide Attendance Percentage: 76.76

Percentage Difference = 10.33 z = 1.80 p = .035

VII. CONCLUSIONS AND RECOMMENDATIONS

The 1982-83 evaluation of Project B.D.C.P.P. at Wingate High School revealed a project which, due to limitations imposed by the funding source, had been drastically reduced in scope from its originally proposed objectives. Due to this modification, the program was able to serve only a small number of Hispanic LEP students (a larger group of Haitian students were provided with limited services under another Title VII umbrella program).

The project personnel are highly committed to the students and program goals. They all serve many functions within the high school and the evaluation team was impressed with their energy level, dedication, and hard work. However, it appeared that the project director in particular, is over-extended in her responsibilities. Administering a Title VII project, teaching courses, being responsible for public relations and parental contacts, coordinating with other departments, and conducting staff development activities appear overwhelming for one individual.

The administration and bilingual staff at Wingate were cooperative and enthusiastic about the evaluation visits. They provided information and insights at each juncture of the process.

With the above comments in mind, the evaluation team submits the following recommendations:

1) An analysis of the project's language use policy should be conducted to determine its efficacy. Project staff might focus on how best to accomplish student transition to the mainstream using the present 95 or 100 percent Spanish policy in the ninth grade and reaching a zero

or 5 percent level by the eleventh grade for students continuing through the program. The project staff might also meet with the school administration to discuss student transition to the mainstream and mutually to develop realistic strategies for accomplishing this goal. For example, strategies might be developed to prepare students for the transition to the mainstream curriculum through the E.S.L. or English language skills component so that there is an integration of language and content by the time they reach the eleventh grade.

2) Program staff should try to determine the reasons for the high attrition rate in the upper level Spanish courses and develop strategies to diminish it. For example, the materials may be too advanced or of a low interest level for the bilingual students; the preceding courses may not be structured in a way which prepares students for the advanced levels.

3) Due to the limited number of courses available to program students, project staff might discuss ways of supporting more able students who elect courses in the mainstream. One such method might be to establish a peer tutoring program with former program students or monolingual pupils working with project participants. A tutoring program would also benefit the many students who enter the program without the academic preparation necessary to perform satisfactorily in content-area courses.

4) To insure that student growth is being adequately measured, the project should make sure that all students are assessed as proposed, and that data are reported completely and accurately. The program might also consider revising its objectives concerning student achievement on

the CREST to reflect the city-wide guidelines -- mastery of one CREST objective per month of instruction -- to more reasonably assess student growth in English as a second language. In addition, the proposed comparison between program and mainstream student performance in content-area subjects might be better assessed with departmental exams or standardized instruments which would tend to eliminate differences which might exist due to different teacher standards. It is also suggested that the objective be revised to state that program students' performance should not differ significantly from the mainstream. That is, given equal instruction, the students would be expected to perform equally well.

5) The high school administration should analyze the role of the project director and determine whether some additional resources or form of support can be made available to lessen her workload. Where funding permits, the administration and program director should attempt to recruit and hire a bilingual family assistant to strengthen supportive services to project students. Presently, the project director and grade advisor are assuming this responsibility.

6) Priority should be given to developing and implementing strategies to strengthen the parental and community involvement in Project B.D.C.P.P. Newsletters, correspondence, and phone contact are means of initiating the process but a systematic, ongoing attempt carried out by counselors, grade advisors, and family assistants in conjunction with the project director and students is recommended for greater parental participation.

7) Demographic data might be aggregated and analyzed pertaining to the Hispanic population in this area in order to determine the rate of change for future program planning.

8) The program personnel and students should develop ways of decorating the classrooms to make them more conducive to learning. While vandalism and room-sharing are typical problems within the high school, some form of art work and other visual aids would enhance the learning environment.

VIII. APPENDICES

APPENDIX A

Staff Characteristics

Function(s)	% Time for Each Function	Date Appt. to Each Function	Education	Certi-fication	License(s)	Total Years Experience in Education	Years Experience: Bilingual	Years Experience: E.S.L.
Project Director HS Social Studies Teacher	.8 .2	10/81 9/80	B.A. Pol. Sci. M.A. Teaching Span.	NYC	Reg. Bil. Soc. Studies Span. & Fr. Reg. Soc. Stud.	16 (Spanish) 3 (H.S. Social Studies)	5	1
Grade Advisor Science teacher (bilingual/regular)	.6 .4	2/83	B.A. Science	NYC	H.S. Science Common Branches	1 (H.S. Science)	1	none
Curriculum Specialist Teacher - Spanish (N.L.A.)	.8 .2	11/81 11/81	B.A. Spanish Ed. M.A. Span. Ed.	NYC	Reg. H.S. Spanish	2	2	none
Math Teacher Bilingual Spanish Regular	 .2 .8	 9/82	 B.A. English M.A. Reading	 NYC NYS	 Temp Per Diem Eng. D.H.S.	 3	 1	 none
Science Teacher Bilingual Spanish Regular	 .2 .8	 2/83 long ago	 B.A. Chemistry M.A. Chemistry	 NYC	 H.S. Reg. Gen. Sci. Chemistry	 4 (J.H.S.) 20 (H.S.)	 1/2	 none
Math Teacher Bilingual Spanish Regular	 .2 .8	 2/83 long ago	 B.A. Mathematics	 NYC	 Math - Reg. D.H.S. D.J.H.S.	 7 (H.S.)	 1/2	 none

APPENDIX B

Support Services Offered to Program Students (Fall and Spring)

Type of Service	Description	Staff Person(s) Responsible	Frequency of Service Offered	Language in Which Service is Offered
COUNSELING				
° ACADEMIC	Inform students of graduation requirements; evaluate transcripts.	Grade Advisor	at least once a term	Spanish/English
° PERSONAL	Help students adjust to new setting and customs.	Grade Advisor/ Project Director Curriculum Specialist	as needed; sometimes frequently; (bilingual students see G.A. very often)	Spanish/some English
° CAREER ORIENTATION	Inform students of career choices; training.	Grade Advisor, Proj. Dir.; Curr Sp.	frequently	Spanish/English
° COLLEGE ADVISEMENT	Inform students of financial aids; college requirements; college programs.	Grade Advisor	frequently	Spanish/English
° INDIVIDUAL	Most advising.	Grade Advisor	whenever student requests; as needed for progm'g, etc.	Spanish/English
° GROUP	Most matters that are not personal may be handled in small groups.	Grade Advisor Project Director; Curriculum Specialist	as needed or requested by students, who usually visit G.A. with a friend unless the matter is personal or involves discipline	Spanish/English

APPENDIX B

Support Services Offered to Program Students (Fall and Spring)

Type of Service	Description	Staff Person(s) Responsible	Frequency of Service Offered	Language in Which Service is Offered
REFERRALS				
° IN-SCHOOL	To Grade Advisor or any teacher	Referrals to Sch-Based Support Team (psych., soc. worker - bil. brought in for Sp. Ed. testing, or as needed.)	as needed, on teacher request	Spanish/English
° OUT-OF-SCHOOL	Referrals for psychological counseling, medical testing	Grade Advisor - services at nearby hospital	as needed by student or on request of teacher	Spanish/English
FAMILY CONTACTS				
° TELEPHONE	Parent contact for discipline, work habits or any legitimate reasons.	Grade Adv.; Proj. Dir.; Curr. Sp.; subject teachers	as needed; has been frequent in a few cases	Spanish/English
° MAIL	Regular mail to inform parents about meetings (as needed).	Grade Advisor; Project Director	as needed re: meetings, disciplinary matters	Spanish/English
° PROGRAM ACTIVITIES	Cultural activities and cross-cultural activities.	All Title VII personnel and teachers	frequent in-class; not as frequent out-of-class (dangerous neighborhood)	Spanish/English
° SCHOOL ACTIVITIES	Project Director; Grade Advisor; Curriculum Specialist	Many bil. students in Wingate Student Council		Spanish/English

APPENDIX B

Support Services Offered to Program Students (Fall and Spring)

Type of Service	Description	Staff Person(s) Responsible	Frequency of Service Offered	Language in Which Service is Offered
PARENT EDUCATION AND TRAINING				
° CLASSES	Not formal, but there is training at every parents meeting re: requirements, leadership, school activities; and community resources.	Project Director with backup by Title VII staff and teachers	5-6 times per year and as needed on an individual basis	Spanish/English

APPENDIX C

Staff Development Activities in School

Strategy	Description(s), Goals, or Titles	Staff Attending	Speaker or Presenter	Frequency or Number of Sessions
Pre-Service for Future Program in Haitian Creole	Workshops in Creole language sounds, spelling, for all bilingual teachers	All teachers in bil. program (Haitian component; others if free)	Henriot Zephirin - BESC (one session) Yanick Morin - Project L'Ouverture (5 sessions)	Five sessions in all during the school lunch periods; one after school
Dept. Meetings	Several meetings re: proposal goals, strategies	All bilingual and E.S.L. teachers	David Krulick (ESL Unit) contributed suggestions on approaches.	Three with whole dept. present; smaller work sessions
	Many meetings of Hispanic component staff members, informally	Project director and involved staff members	In-house; no outside presenters	Staff conferences on daily basis; or as needed; no regular full meetings.
Workshops Informal, on Proposal Components	Aim: to divide task of writing proposal	All teachers, as free time allowed.	J. Previllion; Karl Folkes	Two at school; two at Office of Bil. Ed.
Lesson Planning	Aim: Instructional improvement	All Title VII teachers, Hisp. component and other teachers	Dr. Robert L. Schain, Principal	Weekly, during/spring semester
Other Demonstrations	E.S.L. demonstrations	E.S.L. teachers	Judi Halioua, teacher trainer for E.S.L Unit	Once during semester

APPENDIX C
Staff Development Activities Outside School

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending
Workshops Held Outside School	Technical assistance for proposal writing	Office of Bilingual Ed. 131 Livingston St.	Many speakers from OBE	1 Project Director
		New York State Ed. Dept. World Trade Center	Carmen Perez et al.	1 Project Director
		Bil. Educ. Service Center	Many	did not attend, but BESC sent handouts
	Evaluation; data collection	Office of Bil. Ed.	Genis Melendez-Delaney et al.	1 Project Director 1 Haitian Coordinator
Conferences and Symposia	BESIS surveys information, E.S.L. information	(several conferences)	Many	
	National Association for Bil. Ed. (NABE) conference	NABE - Washington	Many	1 Project Director
	Title VII and other personnel Conf. with Awilda Orta	Office of Bil. Ed. Wave Hill	Awilda Orta	1 Project Director
Other	Title VII Evaluation Conf.	NY State Ed. Dept.-Albany	Carmen Perez et al.	1 Project Director
	Technology symposium	NY State Ed. Dept.-Albany	Carmen Perez et al.	1 Project Director
	Bilingual Ed. Conference	Teachers College - NY	Many (Cummins, et al.)	2 Teachers
	Bilingual Ed. Conference	CUNY, NYC	Many	2 Teachers

APPENDIX C

University Courses Attended by Staff (Professional and Paraprofessional)

Staff	Institution	Courses	Frequency
Professional	Teachers College	Courses in Educational Admistration	Usually 1/semester
	New York University	Courses in Bilingual Education	Usually 1/semester
	Teachers College	Course in Bilingual Education	1 (first course in degree program)
Paraprofessional	Pace College	Courses toward B.A.	Usually 2/semester